



# California Commission on Teacher Credentialing Newsletter

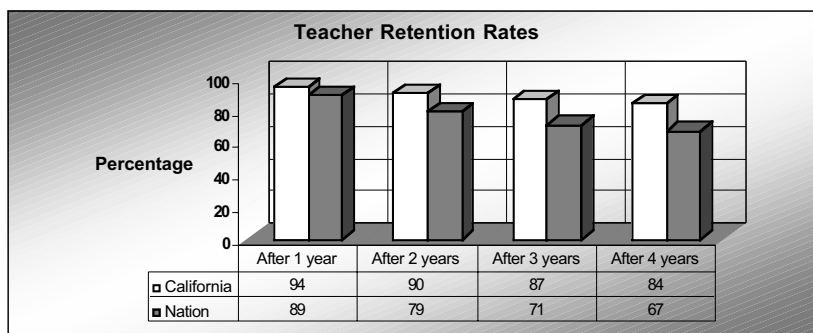
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## California Outpaces Nation in Teacher Retention

A new study undertaken by the California Commission on Teacher Credentialing (CCTC) and the California Employment Development Department (EDD) reveals that California schools retain their teachers at a significantly higher rate than the national average. After four years, 84% of California teachers remain in the classroom as compared to 67% of U.S. teachers.

in the California public school system their first year. Of these first year teachers, 94% were still employed in public education after their first year on the job, compared to 89% nationally. The data showed that 84% of the 1995-96 new teachers were still active in education after four years, compared to 67% nationally.



### Private Schools Biggest Employer of Credential Holders after Public Schools

The study also notes that teachers who left public education often remained in the field in private schools. The second most popular industry for

The study findings are based on a data comparison between the CCTC and the EDD, which matched teachers' credential information with wage employment data over a four-year period. An analysis of the data shows that California surpassed the national average in teacher retention (employed in public education) by 17%. Of the 14,643 individuals earning new California teaching credentials during 1995-96, over 13,000 became employed

former public school teachers was the government, federal, state or local. Business was the third industry that teachers left education in which to work. The chart on page 5 displays the top seven industries in which teachers were employed after leaving education during the four-year period studied.

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# Message from the Chairman, Alan Bersin



The Commission is currently implementing the first major credentialing reform in 30 years. The implementation of SB 2042 heralds in a new era of teacher preparation and it is appropriate, at what is truly a pivotal time of change, to take this time to reflect upon the relationship between the Commission and those responsible for carrying out the reform implementation in the field.

This relationship ultimately provides the students of California with quality teachers in our classrooms and can be summed up in three words: partnership, participation and communication; three words that viewed as a whole represent a powerful relationship in which each organization learns from the other. At this time of transition in teacher preparation, it is important to consider how we ensure that this relationship continues to be strong.

A partnership is the close working relationship between two or more individuals or organizations. The Commission continually seeks the opinions and knowledge of organizations, school personnel, teacher educators and interested members of the public. As we develop and set policies in educator credentialing we rely on a respectful exchange and a commitment to the common goal of providing a quality education for all of California's school children.

Active participation is another hallmark of the relationship between the Commission and those in the field. Members of Commission Panels and design teams represent the keenest minds and supply the best knowledge available.

Participation is not always a formal process; sometimes this participation is simply informing Commission staff of thoughts on a particular issue. I believe that in an effort to support our partnership, we have always listened to various positions and have taken them seriously. An

example of that is the method we now use to process credential renewals. Two years ago we processed all applications on a first come, first served basis. However, the message from members of the Credential Counselors and Analysts of California indicated that a faster processing time for renewals would reduce their workload. In response, Commission staff changed their processing procedures to renew credentials within 10 working days.

The third characteristic of any good relationship is good communication, and I believe we have that. We continue to look to practitioners to provide input and to help us continue to build and nurture our relationships. Additionally, we continue to seek new ways to inform the field of Commission activities and policies. The Commission's latest list serve and e-news are a good example of these efforts.

Communication is also evident at each Commission meeting. Many organizations send representatives to attend Commission meetings and to report back on the discussions and the ultimate actions of the Commission. This past year has been busy as we have approved Standards for the 2042 single subject and multiple subject teacher preparation programs, approved new standards for the liberal arts subject matter program, worked on revising

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the administrative services credential, approved the concept of bifurcating the math and science credentials, approved regulations to specify specific duties that require an administrative services credential and the acceptance of digital signatures that allows teachers to renew their cre-

denials on-line. This already lengthy list does not even include the legislative agenda the Commission sponsored.

Given our current climate of change, this year and likely next year as well, will be challenging. But these challenges must not affect the relationship between members of the field, the public, and the Commission. Our relationship must continue to grow so that we can fully implement the new standards under SB 2042 and we can start to address the requirements of the federal No Child Left Behind legislation. As in any productive relationship we will continue to work together without sacrificing the quality of our policy outcomes and practical results; and we will ever maintain our focus on improving student achievement and continuing our crucial commitment to California's children to provide a quality teacher in every classroom.

# Message from the Executive Director, Sam W. Swofford, Ed.D.



In my message this fall, I'd like to highlight some credential-related developments that have occurred this year. Simply stating that the Commission has accomplished a great deal in the last few years is not enough to convey the scale and effectiveness of these accomplishments.

- Fiscal year 2000-01 marked the first time in over ten years that the total number of emergency permits decreased from the previous year. The overall reduction in emergency permits was 5% — from 34,309 in 1999-2000 to 32,573 in 2000-01.
- The supply of credentialed teachers in California increased by 8% last year — from 22,122 to 23,926. Twenty percent of California's newly credentialed teachers — 4,724 — came to us from other states last year. Legislation in 1998 and 2000 sponsored by the Commission effectively removed unnecessary barriers and recognized comparable state credential standards and individual teacher's experience. Currently, the Commission has found 36 states to have elementary teacher preparation comparable to California's.
- Senator Scott's 2001 measure SB 57, sponsored by the Commission, provides two new credentialing routes based on demonstrated competence. The first option is for teachers with experience in regionally accredited private schools. The second option allows candidates to enter an intern program and challenge much of the coursework and classroom experience through an expedited challenge route.

**...we are prepared to meet these challenges with the support of the Commission's able staff and the professionalism and dedication of teacher educators and school personnel.**

- Continuing the push to remove artificial barriers to credentials and to recognize flexible alternatives to the traditional programs and building on Assembly Member Steinberg's AB 75 Principal Training Program, signed into law last year, SB 1655, sponsored by the Commission and authored by Senator Jack Scott, recognizes the immense importance school-site leadership plays in the success of teachers and students. In doing so, it affirms that alternative pathways and providers are an effective and pragmatic way to prepare administrators to meet the challenges of today's schools. Part of a larger reform effort in administrator preparation, including the development of new program standards more closely aligned with national standards, SB 1655 opens the door, allowing school districts to offer Commission-approved Administrative Services Credential programs, and provides an assessment-based challenge route similar to the one for teachers.

- Last November the Commission implemented the on-line credential look up system. The lookup page hosts over 1,000 visitors each day. Because of this we have seen a significant drop in lookup faxes and status phone calls. This year the Commission imple-

mented the on-line renewal system. This renewal process allows credential renewal within 5 days. Half the time of the paper process. We are excited about the processes we have already put in place, and are looking forward to implementing further technology advances in the future.

As you can see, with significant new legislation moving swiftly into the implementation phase, we all have our work cut out for us. Once again, the most significant measure in teacher credentialing, SB 2042, which became law in 1998, has proven to be one of the biggest implementation challenges the Commission has ever faced. However, we are prepared to meet these challenges with the support of the Commission's able staff and the professionalism and dedication of teacher educators and school personnel.

# Teachers and Administrators Can Renew Credentials On-line

By using a Visa or Master Card, teachers, administrators and other credential holders may now renew their credentials on-line by connecting to the California Commission on Teacher Credentialing's web page at [www.ctc.ca.gov](http://www.ctc.ca.gov).

The new on-line renewal service is available for individuals with the following types of credentials:

- Clear, Professional or Professional Clear Teaching or Services Credential
- 30-Day Emergency Substitute Teaching Permit

Teachers can click on the "California Teacher Credential Look-up and Renewal" link, enter their social security number and date of birth and then enter the credential renewal program.

After following the easy step-by-step process, teachers will be required to enter either a Visa or Master Card account number to complete the renewal process.

Once the renewal process is complete, the teacher will receive an e-mail confirming the transaction.

The on-line renewal process reduces the Commission's renewal processing time from ten days to five days. Teachers should receive their credentials in the mail in less than two weeks.

This on-line credential renewal option follows the Commission's November 2001 implementation of an on-line look-up allowing the public to review school teachers' credentials and for teachers to review the status of an application and credential.

# Governor Signs Bill To Expedite Route To Administrative Credential

Governor Davis signed SB 1655 by Senator Scott and created an expedited alternative route to the preliminary and professional administrative services credential. The Commission sponsored this measure to provide options for individuals who can demonstrate competence through alternative measures. Senator Scott said, "The success of a school is often dependent upon the quality of its leadership. At the same time it makes sense to remove the bureaucratic hurdles that discourage otherwise skilled individuals from becoming school administrators."

SB 1655 allows the Commission to quickly issue administrative services credentials to qualified individuals who meet the state's standards. Specifically, this bill:

- Authorizes the Commission to issue a preliminary administrative services credential, when an individual (a) possesses a valid teaching or services credential, (b) completes at least three years of teaching or services experience and, (c) successfully passes a test adopted by the Commission that is aligned to state administrator preparation standards.
- Allows the Commission to issue a clear administrative services credential to someone who has the preliminary credential and either: (a) successfully completes a Commission accredited program, (b) demonstrates mastery of Commission accredited field-work performance standards, or (c) passes a national administrator performance assessment adopted by the Commission.

For over a year, the Commission reviewed the issues and options related to the preparation and licensure of California school administrators. The Commission convened a task force on administrator preparation that studied both Commission and national preparation standards and also reviewed the structure and content of the current credential. The Commission sponsored forums across the state on administrator preparation and heard public testimony from representatives of administrator preparation programs, administrators, school districts, county offices of education and professional organizations.

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Professions Where Teachers Were Employed After Four-Years in Public Education %	
Educational Services (Private Ownership)	27%
Federal, State or Local Government, Other than Elementary and Secondary Schools	12%
Business Services	10%
Social Services	8%
Membership Organizations	7%
Engineering, accounting, research and management services	4%
Health Services	2%

### Study Reinforces CSU Survey Data

The CCTC/EDD study reinforces findings from a recent California State University (CSU) evaluation of teacher preparation programs. CSU surveyed graduates completing professional teacher preparation programs during the 1999-2000 academic year. The evaluation included questions regarding the quality and effectiveness of the graduate's preparation to teach in California, as well as questions about their employment status. The evaluation found that 96% of the graduates of CSU teaching credential programs were teaching in K-12 schools one year later. Similarly, the CCTC/EDD study showed that statewide 94% of credential holders were still employed in public education after their first year on the job.

### Better Data Still Needed

While this study may be helpful in projecting aggregated teacher retention data, the state would benefit from a more uniform system of teacher data and analysis that would allow accurate projections teacher supply and demand. Several agencies within the state, including the CCTC, State Teachers Retirement System, EDD, the California Department of Education, and institutions of higher education, collect data on teachers or potential teachers that would be beneficial in projecting future needs. The major barrier to accurate projections of teacher supply and demand is the lack of a common teacher identifier and a cohesive system to collect and analyze the

data. In other states, a common teacher identifier and systematic data analysis system provide the foundation for accurate projections of teacher supply and demand. California could institute a similar system and realize the benefits of accurately projecting teacher supply and demand statewide, regionally and by district.

### Future Studies Will Explore Teacher Mobility

While this study revealed important aggregated information on teacher retention in California, a more in-depth study on teacher mobility is currently underway. The Public Policy Institute of California (PPIC), in the cooperation with the CCTC and EDD, will examine the dynamics of public school employee and teacher turnover in California. In light of persistent teacher shortages, particularly in large urban school districts, the analysis will focus on employment paths chosen by teachers when they leave a school district's employment. The study should be concluded sometime in 2003.

### Data Sources for this Study

California data was based on individuals earning their first-time, or new-type teaching credential during fiscal year 1995-96. An agreement was entered into between the California Commission on Teacher Credentialing (CCTC) and the Employment Development Department (EDD) to match the individual's credential information with their wage employment data over a four-year period.

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The Primary source for the national data was a report entitled *The Teacher Shortage: A case of wrong diagnosis and wrong prescription*, by Richard Ingersoll in the *Bulletin* (June, 2002) of the National Association of Secondary School Principals. The report uses data from the Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-up Survey (TFS), conducted by the National Center for Education Statistics (NCES). SASS is the largest and most comprehensive data source available on the staffing, occupational, and organizational aspects of schools. To date, four independent cycles of SASS have been completed: 1987-88; 1990-91; 1993-94; and 1999-00. In each cycle, NCES administers survey questionnaires to a random sample of approximately 55,000 teachers from all types of schools and all 50 states.

## Written Assessment for the SB 57 Expedited Route is Now Available

SB 57 (Scott, Chapter 269, Statutes of 2001) established two new options to expedite credentialing. One route, for experienced private school teachers was established immediately upon implementation of the measure in January of 2002. The second route allows qualified individuals to challenge teacher preparation requirements by demonstrating that they possess the skills, knowledge and abilities typically acquired in a Multiple or Single Subject teacher preparation program through successful completion of both a written examination of education foundations and pedagogy and a Teaching Performance Assessment. The Commission is pleased to announce that the written examination, *Teaching Foundations*, is now available. The exam, aligned to California's K-12 student content standards, is currently offered for candidates for elementary, mathematics, science, English and social science credentials.

"This test is a new way to fast-track credentials to potential teachers with great skills and address California's teacher shortage crisis," said Senator Scott, the author of SB 57. Scott authored SB 57 to provide the opportunity for qualified candidates to opt to take a written test as an alternative to coursework in order to demonstrate their competency for a credential.

The *Teaching Foundations* exam covers teaching knowledge and application of skills in areas such as human

development, assessing learning differences and special needs, helping English learners, assessment of student progress, classroom management techniques, and teaching methods in the specific subject the candidate chooses to teach. Successful completion of the written examination will allow teacher candidates to receive their credential at a much faster pace. Individuals who pass the written test will bypass the coursework portion of the credential program and progress on a "fast-track" through the internship program. Observations by trained assessors measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals recommended by the internship program based on these observations are awarded a preliminary teaching credential.

**The exam, aligned to California's K-12 student content standards, is currently offered for candidates for elementary mathematics, science, English and social science credentials.**

Consistent with all Commission approved routes to a teaching credential, the *Teaching Foundations* exam is aligned with California's standards for teacher preparation. All candidates participating in this expedited route must meet the existing requirements of a bachelor's degree, subject matter competence, basic skills and character fitness to qualify for a credential.

The *Teaching Foundations* exam was offered for the first time on September 21, 2002 and will be offered on November 23, 2002. Information on how to register for the examination, test times and locations are available at the Educational Testing Service (ETS) website at: [www.ets.org/praxis/prxca.html](http://www.ets.org/praxis/prxca.html).

# Commission Sponsored Bill to Protect School Children Signed by Governor

Governor Gray Davis signed legislation sponsored by the California Commission on Teacher Credentialing (CCTC) and authored by Senator Jack Scott (D-Pasadena) that

**"This measure represents the Commission's continuing commitment to protect California's schoolchildren," said Dr. Sam Swofford, CCTC Executive Director.**

further protects schoolchildren from registered sex offenders. "This measure represents the Commission's continuing commitment to protect California's schoolchildren," said Dr. Sam Swofford, CCTC Executive Director.

Senate Bill 1656 tightens laws relating to sex offenders and offenses. The new statute safeguards schoolchildren by: 1) closing gaps in current law concerning credential holders and applicants convicted of sex offenses that require registration as sex offenders; and 2) clarifying that school districts notify the Commission that an individual has been charged with such an offense and placed on a leave and provide a copy of the underlying charging document within 10 days.

SB 1656 builds on legislation sponsored by the Commission and also authored by Senator Scott last year, SB 299 (Chapter 342, Statutes of 2001) which among other provisions, ensures that credential holders convicted of federal sex offenses are immediately removed from the classroom.

SB 1656 does not impose any new requirements on school districts. The provisions clarify existing law concerning current duties and requirements of school districts with respect to teachers charged with serious crimes, such as selling drugs to children.

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This new law was widely supported. SB 1655 received broad bi-partisan support in the Legislature and did not receive any "no" votes. Many educational organizations also supported the bill, including the Association of California School Administrators, California Association of Suburban School Districts, and the California School Boards Association, and was not opposed by any organizations.

The Commission has been busy implementing the new law. Dr. Sam Swofford, the Commission's Executive Director, appointed a design team to recommend possible revisions to the administrator preparation standards. The

design team's recommendations will be presented for the Commission's consideration at the December 2002 meeting. The Commission is also looking at national administrator preparation examinations. The Commission will identify an examination and work with the contractor to ensure the exam aligns with California administrator preparation standards. Staff plans to present the exam for the Commission's consideration at the November Commission meeting. At a later date, the design team will make recommendations to the Commission regarding the appropriateness of AB 75 training for professional clear (Tier 2) requirements.

# Field Test Paves Way for Teaching Performance Assessment

Thirteen hundred teaching credential candidates are keeping the Commission's implementation of the Teaching Performance Assessment (TPA) on track by participating in a field test. Teacher education programs have until the spring of 2003 to either adopt the Commission's prototype TPA or to develop and submit their own alternative assessment for Commission approval.

As part of a larger teacher credentialing reform pursuant to SB 2042 (Alpert and Mazzoni, 1998), the Commission initiated the development of a prototype assessment of teaching performance for all new Multiple Subject and Single Subject Teaching Credential candidates. The TPA is designed to conform to the results of a job analysis, conducted by WestEd, confirming the knowledge, skills and abilities needed by teachers in their daily work experience. Based on the job analysis, the Commission developed Teaching Performance Expectations and, after a one year validity study with the American Institutes for Research, Assessment Quality Standards to ensure that the its TPA prototype, as well as any alternative assessments, would meet the same high quality blueprint. The Commission approved a contract with Educational Testing Service (ETS) through a competitive bidding process for the final development of the TPA. Commission staff and California teacher education faculty have worked closely with ETS throughout the development stages.

The Commission's TPA prototype contains four different performance assessment tasks.

In **Task One**, the teacher candidates demonstrate knowledge of specific pedagogical skills for subject matter instruction, interpretation and use of assessments, as well as principles of developmentally appropriate pedagogy and adaptation of content for students with exceptional needs and English learners.

In **Task Two**, the teacher candidates demonstrate their ability to learn important details about a whole class of students and to design a standards-based lesson that is shaped by those contextual details. They also modify the lesson to meet the needs of students with exceptional needs and English learners.

In **Task Three**, the teacher candidates demonstrate their ability to design standards-based, developmentally appropriate student assessment activities in the context of a whole class of students and a specific lesson. In addition, the candidates will demonstrate their ability to assess student learning and to diagnose student needs from individual responses to the assessment activities. Candidates demonstrate their ability to adapt the assessment and lesson appropriately for students with exceptional needs and English learners.

In **Task Four**, the teacher candidates demonstrate their ability to design a standards-based lesson for a class of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson. The candidate video tapes their instruction and reflects on how to meet the needs of their students.

The 1,300 candidates participating in this year's field test will each complete all four tasks. Candidates enrolled in variety of credentialing routes are represented, including those in undergraduate "blended" programs, candidates enrolled in graduate teaching credential programs and interns.

Standard setting studies based on the field test results will begin in spring 2003. TPA assessors will be trained during the summer of 2003 in readiness for the fall 2003 implementation date.

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# Teaching Performance Expectations

## A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

### 1. Specific Pedagogical Skills for Subject Matter Instruction

- *Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments*
- *Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments*

## B. ASSESSING STUDENT LEARNING

2. Monitoring Student Learning During Learning
3. Interpretation and Use of Assessments

## C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
  - *Developmentally Appropriate Practices in Grades K-3*
  - *Developmentally Appropriate Practices in Grades 4-8*
  - *Developmentally Appropriate Practices in Grades 9-12*
7. Teaching English Learners

## D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

8. Learning About Students
9. Instructional Planning

## E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

10. Instructional Time
11. Social Environment

## F. DEVELOPING AS A PROFESSIONAL EDUCATOR

12. Professional, Legal, and Ethical Obligations
13. Professional Growth

# California Transition to New Subject Matter Exams

For many years, California has had rigorous subject matter standards in place for teachers. Candidates are required to demonstrate their subject matter knowledge prior to being awarded a preliminary credential. California law provides two options for meeting this subject matter competence requirement: a) completion of a Commission-approved program of course work in the subject area, or b) passage of the appropriate Commission-approved subject matter examination(s). In addition to the Multiple Subjects Assessment for Teachers (MSAT), the Commission-approved subject matter examination which may be used to verify subject matter competence for California Multiple Subject Teaching Credentials, there are 24 single subject areas that have approved subject matter examinations used for meeting this requirement.

In the late 1990s, the State Board of Education adopted K-12 student content standards in English, mathematics, science, and social science. The implications of these new standards on teacher subject matter preparation were recognized in SB 2042 (Alpert, 1998), which requires the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content standards adopted by the State Board.

In response to the requirements of SB 2042, the Commission recently developed new subject matter requirements for the Multiple and Single Subject Teaching Credentials, and Education Specialist Instruction Credential. As a result, the Commission is in the process of implementing a new examination program called the California Subject Examinations for Teachers (CSET). This program will be aligned to the new subject matter requirements, and in turn, to the K-12 student content standards. Over the next four years, the CSET will take the place of the current subject matter examinations. The CSET will be developed and administered by National Evaluation Systems, Inc. (NES). Equivalent subject matter course work programs are also under development for Commission accreditation.

The first administration of the CSET is scheduled for January 2003, in multiple subjects (for the Multiple Subject Teaching and Education Specialist Instruction Credentials), English, mathematics, science, and social science. The CSET will be available in the remaining subject areas over the subsequent three years: tests in art, languages other than English, music, physical education, and preliminary educational technology will first be adminis-

tered in testing year 2004-05; tests in agriculture, business, health science, home economics, and industrial and technology education in testing year 2005-06.

Currently, for most subject areas, prospective teachers choosing to satisfy the subject matter competence requirement by examination must take multiple tests (Praxis II and SSAT), from two different test contractors, on different dates. If an examinee fails a test, s/he must retake the entire test, even though the examinee may be strong in one or more of the domains tested.

The subject matter examinations offered through the CSET program are designed as single, multi-part tests administered by a single contractor. Each test will consist of subtests and an examinee that passes any subtest will not need to retake that subtest. This test structure will provide flexibility in the use of testing time and the opportunity for candidates who are not successful on a particular subtest to focus their efforts on that particular content.

Given the significant differences in content and test structures between the new examinations of the CSET program and the Praxis II and SSAT, it is not feasible to combine scores across the old and new testing programs. In order to accommodate those candidates who have already had partial, but not complete, success on the relevant Praxis II and/or SSAT (prior to January 25, 2003), the Commission has developed a transition window within which these examinees will be provided with three final opportunities (i.e., test administrations) to earn the required passing Praxis II and/or SSAT scores. Candidates who are not successful after these final three test administrations will be required to take and pass the appropriate CSET examination.

Following the initial administration of the CSET, standard-setting studies will be conducted with an independent review panel for each new test to develop recommended passing scores. The results of these studies will be presented to the Commission for adoption of passing standards.

The new CSET was developed by California educators, including classroom teachers, teacher educators, administrators, and curriculum specialists, to ensure instructional alignment with the K-12 student content standards and to meet the unique issues and needs of California's classrooms.

# Credential Reform Workshops Aid Program Implementation

Funds from the federal government's Title II Teacher Quality Enhancement State Grant Program supported the attendance of over 500 teacher educators and school district representatives at two, two-day workshops in San Diego last August. "Teacher Quality Matters: Implementing California's SB 2042 Teacher Preparation Reforms" proved to be a success with valuable, pragmatic implementation information. Sponsored by the Title II State Grant Advisory Committee, the workshop was the third and last in a series of summer workshops that began in the year 2000 to ensure the effective implementation of new subject matter standards, new teacher preparation program standards and new beginning teacher induction program standards.

Beginning with an SB 2042 State of the State address by Commission Chairman Alan Bersin, Executive Director Dr. Sam W. Swofford and Professional Services Division Director Mary Sandy, the workshop continued non-stop with break-out workshops on specific topics and general session addresses and panels of interest to all. Commission staff members and practitioners joined together to present workshops that addressed all sides of the topics including the statutes governing the reforms, implementation guidelines from the Commission and real-life issues facing those charged with implementation.

Workshops were divided into four strands: Subject Matter, Teacher Preparation, Induction, and Special Education.

Dr. Michael Fullan, Dean of the Ontario Institute for Studies in Education, University of Toronto, delivered the Keynote Address – "Teacher Quality Matters."

The two-day workshops served as an effective launching point for "early adoption" programs beginning in the fall and other programs slated to begin no later than fall 2003.

**Sponsored by the Title II State Grant Advisory Committee, the workshop was the third and last in a series of summer workshops that began in the year 2000 to ensure the effective implementation of new subject matter standards, new teacher preparation program standards and new beginning teacher induction program standards.**

## Topics included:

- Single Subject Field Review Update
- Program Models for Early Adopters Elementary Subject Matter
- Program Models from Early Adopters – Teacher Preparation Including District Interns
- Teaching Performance Assessment Prototype Update
- California Assessment Design
- Planning for Implementing Teaching Performance Assessment
- Developing Responses to the SB 2042
- Preparing to Teach English Learners Within the SB 2042 System
- SB 57 Update
- "No Child Left Behind" Update
- Introduction to the Induction Standards
- Designs for Induction Programs
- Linking Induction with Teacher Preparation
- Policy Session for Superintendents
- Special Education/Beginning Teacher Support and Assessment Linkages

# Commission Helping Induction Program Sponsors Meet New Standards

Research in teacher preparation shows beginning teachers who receive systematic support stay in teaching and improve their teaching skills at rates much higher than those who do not. The new induction standards follow this formula for success by ensuring all beginning teachers receive support.

In 1998, the Commission sponsored and the Governor signed SB 2042, which restructured teacher credentialing in California. Among the requirements of this measure, beginning teachers must complete a two-year induction program of support and formative assessment during their first two years of teaching to earn a professional teaching credential.

Under the new standards, to earn a professional clear teaching credential all beginning teachers must successfully complete an induction program offered by a Professional Induction Program Sponsor. All Sponsors must meet the new standards approved by the Commission and the California Department of Education (CDE). These standards align with the academic content standards for K-12 students adopted by the State Board of Education.

The Commission and the CDE are training staff, preparing handbooks, providing technical assistance, leading

workshops, and answering questions from the field. Commission staff helped staff of potential Sponsors, such as Beginning Teacher Support and Assessment (BTSA) programs and colleges and universities understand and develop responses to the new standards through a state-wide series of regional technical assistance workshops. California was divided into regions, each with a technical support team of Commission and state Department of Education staff.

Members of the Credential Counselors and Analysts of California (CCAC) developed a handbook on induction standards, implementation, policy, and practice for credential counselors and analysts through funding from the federal Title II Teacher Quality Enhancement State Grant. CCAC, along with Commission staff, developed and provided extensive technical assistance training for credential counselors and analysts that focuses on their

work with teacher candidates and with professional teacher induction programs.

This year the Title II Teacher Quality Enhancement State Grant Summer Workshop focused on additional assistance for Induction Program

Sponsors. The Workshop helped attendees deepen their knowledge of the Standards and how to respond effectively to the Standards.

Commission staff answered questions from the field about the new credential system, the new standards, and the transition processes. Staff presented at numerous professional meetings and conferences and are scheduled for several more.

The transition to the new standards is proceeding smoothly. Program Sponsors must meet one of six deadlines between September 2002 and September 2003 to submit their responses to the standards. All current BTSA programs must transition by December 31, 2003. In September 2002, 11 Induction Program Sponsors applied for approval and the Commission anticipates another 24 will apply in November 2002.

**Research in teacher preparation shows beginning teachers who receive systematic support stay in teaching and improve their teaching skills at rates much higher than those who do not.**

**The Commission provides a full range of teacher development and support programs to serve new teachers at all stages of the "Learning to Teach Continuum."**

For further information: [www.btsa.ca.gov](http://www.btsa.ca.gov)



# Commission Recruits for Committee of Credentials

In order to ensure a high level of public confidence in California teachers and other credentialed public school employees, the Commission and the Committee of Credentials monitor the moral fitness and professional conduct of credential applicants and holders. The Committee of Credentials is a statutorily created body whose seven members are appointed by the Commission. By statute the Committee on Credentials is responsible for initiating all investigations into allegations of misconduct by credential holders and applicants. Public school employers, parents and /or other private citizens may lodge complaints of misconduct or unfitness against credential holders and have these complaints investigated and judged on their merits. The investigative and deliberative processes are confidential until judgement is reached, in order to protect any persons who may be mistakenly or unjustly charged.

The Commission announces periodic vacancies on the Committee of Credentials for representatives of the following groups: School Board Members, School Administrators, Public Representatives, Elementary Teachers, and Secondary Teachers. If you are interested in participating on this Committee you may inquire at [COCInquiries@ctc.ca.gov](mailto:COCInquiries@ctc.ca.gov). Your name will be kept on file and you will be notified when a specific vacancy is announced.

Questions about the Commission's disciplinary process, and/or rights available to complainants, credential applicants, and credential holders may be directed to:

California Commission on Teacher Credentialing  
Division of Professional Practices  
1900 Capitol Avenue  
Sacramento, CA  
95814-4213  
[www.ctc.ca.gov](http://www.ctc.ca.gov)

## Mission Statement

To assure the fully prepared and effective educators all students deserve and our communities require. The Commission will carry out its statutory mandates by:

- Conducting regulatory and certification activities.
- Developing preparation and performance standards in alignment with state adopted academic content standards.
- Proposing policies in credential related areas.
- Conducting research and assessment.
- Monitoring fitness-related conduct and imposing credential discipline.
- Communicating its efforts and activities to the public.



## 2002 Legislative Update

*A brief description of 2002 legislative measures that would effect education preparation or credentialing if they are enacted.*

### SPONSORED BILLS

1. **SB 57** - Scott - Amended 8/30/01 Provides a "fast track" credential option for private school teachers and others who can demonstrate their knowledge, skills and abilities in the classroom. **CCTC Position:** Sponsor - Introduced version - (December 2000) **Status:** Signed by the Governor. Chapter 269, Statutes of 2001.
2. **SB 299** - Scott - Amended 8/30/01 Clarifies the Education Code Sections related to the Committee of Credentials and makes numerous non-controversial, technical and clarifying changes to the Education Code. **CCTC Position:** Sponsor - Introduced version - (December 2000) **Status:** Signed by the Governor. Chapter 342, Statutes of 2001.
3. **SB 1655** - Scott - Amended 4/1/02 Adds Alternative, Standards-Based Routes to both the Preliminary and Professional Administrative Services Credentials. **CCTC Position:** Sponsor - As Drafted 2/21/02, SB 328 - (February 2002) **Status:** Signed by the Governor. Chapter 225, Statutes of 2002.
4. **SB 1656** - Scott - Amended 4/1/02 Clarifies language in the Education Code to ensure that applications of and credentials held by registered sex offenders are automatically denied or revoked respectively. **CCTC Position:** Sponsor - Amended 1/7/02, SB 326 - (January 2002) **Status:** Signed by the Governor. Chapter 471, Statutes of 2002.

### SENATE BILLS OF INTEREST TO THE COMMISSION

1. **SB 321** - Alarcon - Amended 7/18/01 Would allow school districts to provide a 30-day training program for teachers they hire on an emergency permit. Provides \$2 million for implementation to be dispersed to LAUSD after Commission approval of training program. Provided \$125K to Commission for administrative costs. **CCTC Position:** Seek Amendments - Introduced version - (April 2001) **Status:** Signed by the Governor Chapter 576, Statutes of 2001. Deleted \$2 million for implementation.
2. **SB 508** - Vasconcellos - (April 8, 2002 Proposed Conference Report). Would make non-controversial changes to the High Priority Schools Grant Program (AB 961) passed last year. **CCTC Position:** Watch - 4/23/01 (May 2001) **Status:** Signed by the Governor. Chapter 42, Statutes of 2002.
3. **SB 572** - O'Connell - Amended 5/03/01 Prohibits school districts from limiting the years of service credit used to determine the salary of a teacher coming from another school district. **CCTC Position:** Support - If Amended - Introduced version - (April 2001) Watch - 5/03/01 - (May 2001) **Status:** Vetoed.
4. **SB 688** - O'Connell - Amended 6/4/01 Would make beginning teachers in regional occupation centers and programs eligible for BTSA. **CCTC Position:** Approve - Introduced version - (April 2001) **Status:** Content and author changed. Bill no longer of interest to the Commission.
5. **SB 743** - Murray - Amended 8/23/01 Would require the CCTC to develop a plan that addresses the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities. The plan is due by July 1, 2002 and includes a \$32,000 appropriation from the General Fund. **CCTC Position:** Watch - Introduced version of SB 79 - (February 2001) **Status:** Vetoed.
6. **SB 792** - Sher - Amended 7/03/01 Would require the CCTC to issue a two-year subject matter credential after earning a baccalaureate degree and passage of CBEST and a clear credential after completion of 40 hours of preparation and professional development, if any, and passage of the



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### SENATE BILLS Continued

- teacher preparation assessment. **CCTC Position:** Oppose - Introduced version - (March 2001) Oppose - 4/5/01 - (April 2001) **Status:** Assembly Education Committee. Set, 1<sup>st</sup> hearing - failed passage. Died.
7. **SB 837** - Scott - Amended 9/5/01 Would specify the documentation that a school district must provide the CCTC to justify a request for an emergency permit. This bill would also increase the state grant and district match for the pre-intern program and permit the CCTC to allow for district hardship. **CCTC Position:** Support - Introduced version - (March 2001) **Status:** Signed by the Governor. Chapter 585, Statutes of 2001.
  8. **SB 900** - Ortiz - Amended 3/28/01 Would increase efficiency in processing information requests by grouping those agencies with similar standards and information needs together. **CCTC Position:** Support - If Amended - 3/28/01 - (April 2001) **Status:** Signed by the Governor. Chapter 627, Statutes of 2002.
  9. **SB 1250** - Vincent - Amended 2/13/02 This measure would allow some retired teachers to be exempt from CBEST if they complete a teacher refresher course. **CCTC Position:** Oppose - Unless Amended - 4/3/02 - (May 2002) Watch **Status:** Vetoed.
  10. **SB 1483** - McClintock - Amends the Education Code to change the membership of the Commission. Also corrects a technical error. **CCTC Position:** Watch - Introduced version 2/19/02 - (March 2002) **Status:** Died.
  11. **SB 1547** - (As Proposed to be Amended) Soto - Amended 4/17/02 Requires the Commission to issue certificates that authorize the holder to instruct limited- English-proficient pupils. **CCTC Position:** Oppose - 2/20/02- (April 2002) **Status:** Died.
  12. **SB 2029** - Alarcon - Amended 4/17/02 Allows district intern programs that satisfy Commission adopted standards to offer a program in all areas of special education. **CCTC Position:** Support - 2/22/02 - (March 2002) **Status:** Signed by the Governor. Chapter 1087, Statutes of 2002.

### ASSEMBLY BILLS OF INTEREST TO THE COMMISSION

1. **AB 75** - Steinberg - Amended 8/28/01 Creates a voluntary program to provide training to California's principals and vice-principals to include academic standards, leadership skills, and the use of management and diagnostic technology. This is a Governor's Initiative and the Governor's Budget includes \$15 million for this program. **CCTC Position:** Watch - Introduced - (February 2001) Support - 2/22/01 - (March 2001) **Status:** Signed by the Governor. Chapter 697, Statutes of 2001.
2. **AB 272** - Pavley - Amended 7/18/01 Would make a holder's first clear multiple or single subject teaching credential valid for the life of the holder after two renewal cycles, if the holder meets specified requirements. **CCTC Position:** Watch - Introduced version - (April 2001) Oppose - Introduced version - (March 2001) **Status:** Vetoed.
3. **AB 721** - Steinberg - Amended 4/17/01 The CCTC could award grants to teacher preparation programs to develop or enhance programs to recruit, prepare and support new teachers to work and be successful in low performing schools. **CCTC Position:** Support - 3/29/01- (April 2001) **Status:** Died.

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### ASSEMBLY BILLS Continued

4. **AB 833** - Steinberg - Amended 7/18/01 Requires the SPI to calculate a teacher qualification index measuring a student's access to experienced credentialed teacher for each school. **CCTC Position:** Watch - 3/29/01 - (April 2001) **Status:** Vetoed.
5. **AB 961** - Steinberg, Vasconcellos, Ortiz, Diaz et. al. - Amended 9/14/01 Establishes the High Priority Schools Grant Program to allocate \$200 million to low performing schools in API deciles one through five, with a priority for funding on the first and second deciles. **Status:** Signed by the Governor. Chapter 749, Statutes of 2001.
6. **AB 1148** - Wyland - Amended 4/17/01 Would require the Legislative Analyst's Office to identify the variables that account for significant differences in test performance in elementary and high schools where the schools have similar resources. **CCTC Position:** Watch - Introduced version - (April 2001) **Status:** Died.
7. **AB 1232** - Chavez - Amended 5/17/01 Would establish the California State Troops to Teachers Act. Retired officers or noncommissioned officers who agree to teach for five years and participate in a paraprofessional, pre-internship or internship program would be eligible for a bonus payment. **CCTC Position:** Seek Amendments - Introduced version - (March 2001) Support - 5/01/01 (May 2001) **Status:** Died.
8. **AB 1241** - Robert Pacheco - Amended 8/22/01 Would require the Chancellor of the California Community Colleges to submit a written report on the feasibility of the development of a uniform teacher preparation program. **CCTC Position:** Seek Amendments - Introduced version - (April 2001) Watch - 4/05/01 - (May 2001) **Status:** Signed by the Governor. Chapter 714, Statutes of 2001.
9. **AB 1307** - Goldberg - Amended 8/28/01 Would require the CCTC to adopt regulations that provide credential candidates with less than 24 months to complete the program to not meet new requirements under specified conditions. **CCTC Position:** Oppose - Unless Amended - Introduced version - (April 2001) Approve - 6/27/01 (July 2001) **Status:** Signed by the Governor. Chapter 565, Statutes of 2001.
10. **AB 1431** - Horton - Amended 9/7/01 Creates a pilot program, in a minimum of three districts, to provide a 3-day training program for substitute teachers in low performing schools. Requires Los Angeles Unified to be one of the three participants in the pilot program. **CCTC Position:** Watch - Introduced version - (April 2001) **Status:** Vetoed.
11. **AB 1462** - Nakano - Amended 4/25/01 Requires the Commission to be a member of a committee charged with increasing the number and improving the quality of vocational education teachers. **CCTC Position:** Watch - (1/29/02) - (February 2002) **Status:** Vetoed.
12. **AB 1662** - R. Pacheco - Amended 4/30/01 Would require a master's degree for the Pupil Personnel Services Credential. **CCTC Position:** Oppose - 5/02/01 - (May 2001) **Status:** Died.
13. **AB 2053** - Jackson - Amended 4/16/02 Authorizes beginning special education teachers to take part in BTSA even if they have taught previously on another credential, as funds are available. Provides the option to expedite inductions for special education teachers. **CCTC Position:** Support - 2/15/02 - (March 2002) **Status:** Died.
14. **AB 2120** - Simitian - Amended 4/30/02 Would state the intent of the Legislature to develop a professional development block grant for teachers in K-12 by consolidating several of those programs. **CCTC Position:** Oppose - 2/19/02 - (February 2002) **Status:** Died.





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### ASSEMBLY BILLS Continued

15. **AB 2160** - Goldberg, Wesson, and Strom-Martin - Amended 4/11/02 Expands the scope of collective bargaining to include the use of mentors and professional training and development among other things. **CCTC Position:** Oppose - 2/2/02-(March 2002) Oppose - Unless Amended- 4/11/02 (May 2002) Status: Died.
16. **AB 2288** - Chavez - Amended 4/16/02 Would require the Commission to convene a commission to complete a study on the implementation and expansion of the Troops to Teachers program. **CCTC Position:** Seek Amendments - 2/21/02 - (April 2002) Status: Died.
17. **AB 2566** - Pavley - Amended 4/18/02 This bill would provide support for more pre-interns to improve their retention rate and give them the knowledge, skills, and abilities necessary to teach. This measure considers the State's current fiscal condition by imposing the requirement that the bill will be implemented when state or federal funds are available. **CCTC Position:** Support - 4/18/02 - (May 2002) Status: Died.
18. **AB 2575** - Leach - Amended 5/1/02 Requires the Commission to issue a professional clear single subject credential to a candidate who passes CBEST, has a master's degree in the subject to be authorized by the credential, takes Commission approved pedagogical courses and has teaching or professional experience. **CCTC Position:** Oppose - 2/21/02 - (March 2002) Status: Vetoed.
19. **AB 2616** - Lowenthal/Liu - Amended 4/24/02 Appropriates \$1,570,000 from the General Fund to CSU to establish distance learning and other off-campus options to increase the number of teachers for visually impaired students. **CCTC Position:** Support - 2/21/02 - (March 2002) Status: Vetoed.
20. **ACR 177** - Diaz - Amended 6/19/02 Would urge school districts to support teachers prepared in other countries. **CCTC Position:** Support - 3/20/02 - (April 2002) Status: Assembly Resolution. Chapter 141, Statutes of 2002.

*Revised on October 21, 2002*

Teachers believe they have a gift for giving; it drives them with the same irrepressible drive that drives others to create a work of art or a market or a building.

—Giamatti

# California Commission on Teacher Credentialing Year-at-a-Glance



## November 2002

5-6	Pupil Personnel Services Panel (Sacramento)
6-7	Commission Meeting 8 Single Subject Program Review Panel (Sacramento)
19-21	SB2042 Document Reading Panel (Sacramento)
20-22	Committee of Credentials

## December 2002

3-4	Pupil Personnel Services Panel (Sacramento)
4-5	Commission Meeting
10-11	Single Subject Panel (Sacramento)
11	Assignment Monitoring/Credential Waiver Workshops (Sacramento - Video Conference w/ Riverside & Contra Costa)
12	New Certification Technician Workshop, Level II (Sacramento - Video Conference w/ Riverside & Marin)
12-13	Reading Panel Meetings (Sacramento)
18-20	Committee of Credentials

## January 2003

9	Commission Meeting
16	New Certification Technician Workshop, Level I (Sacramento)
22-24	Committee of Credentials
23-24	Committee on Accreditation (Sacramento)

## February 2003

5-6	Commission Meeting
19-21	Committee of Credentials
26	Assignment Monitoring/Credential Waiver Workshops (Sacramento - Video Conference w/ Santa Clara & Kern)

## March 2003

6	Commission Meeting
10	New Certification Technician Workshop, Level I (San Diego)
19-21	Committee of Credentials
27-28	Committee on Accreditation (Sacramento)

## April 2003

1	Spring Workshop (CCTC)
2-3	Commission Meeting
2	Spring Workshop (Sacramento - Video Conference w/ Contra Costa & San Joaquin)
3	Spring Workshop (Sacramento - Video Conference w/ Kern & Orange)
7	Spring Workshop (Los Angeles)
8	Spring Workshop (San Diego)
16-18	Committee of Credentials
24-25	Committee on Accreditation (Sacramento)
29	Assignment Monitoring/Credential Waiver Workshops (Riverside)

## May 2003

7-8	Commission Meeting
16	New Certification Technician Workshop, Level 1 (San Mateo)
19-21	Statewide BTSA Directors' Meeting (Sacramento)
21-23	Committee of Credentials
22-23	Committee on Accreditation (Sacramento)

## June 2003

5	Commission Meeting
18-20	Committee of Credentials
19	New Certification Technician Workshop, Level II (Sacramento - Video Conference w/ Los Angeles & Alameda)
19-20	Committee on Accreditation (Sacramento)

## July 2003

16-18	Committee of Credentials <b>No Commission Meeting</b>
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## August 2003

13-14	Commission Meeting
27-29	Committee of Credentials

## September 2003

17-19	Committee of Credentials <b>No Commission Meeting</b>
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## October 2003

1-2	Commission Meeting
22-24	Committee of Credentials

# Contacting the Commission

## Electronic Mail

Certification Questions  
Waiver Questions

[credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
[waivers@ctc.ca.gov](mailto:waivers@ctc.ca.gov)

## Web Site

<http://www.ctc.ca.gov>

## Information Services

Toll-free Number  
Within 916 Area Code

888-921-2682  
916-445-7254



## California Commission on Teacher Credentialing

1900 Capitol Avenue  
Sacramento, CA 95814-4213

# California Commission on Teacher Credentialing Meeting Schedule 2002–2003

November 6-7, 2002	Sacramento, Commission Office
December 4-5, 2002	Sacramento, Commission Office
January 9, 2003	Sacramento, Commission Office
February 5-6, 2003	Sacramento, Commission Office
March 6, 2002	Sacramento, Commission Office
April 2-3, 2003	Sacramento, Commission Office
May 7-8, 2003	Sacramento, Commission Office
June 5, 2003	Sacramento, Commission Office
July – No Meeting	
August 13-14, 2003	Sacramento, Commission Office
September – No Meeting	
October 1-2, 2003	Sacramento, Commission Office
November 5-6, 2003	Sacramento, Commission Office
December 3-4, 2003	Sacramento, Commission Office

# The California Commission On Teacher Credentialing

**Beckner, Kristen**

Teacher, 2004

**Bersin, Alan**

Administrator, 2003

**Boquiren, Chellyn**

Teacher, 2003

**Davis, Nadia**

School Board Member, 2004

**Fortune, Margaret**

Public Representative, 2003

**Hauk, Beth**

Teacher, 2004

**Johnson, Elaine C.**

Public Representative, 2005

**Katzman, Carol**

Public Representative, 2004

**Lilly, Martin S.**

Faculty Member, 2005

**Madkins, Lawrence**

Teacher, 2005

**Vaca, Alberto**

Teacher, 2004

**Whirry, Marilyn**

Designee, Office of  
Superintendent of Public  
Instruction, Ongoing

**Vacant**

Non Administrative  
Services Credential

**Vacant**

Teacher

**Vacant**

Public Representative

**Ex Officio Members****Representing Higher Education****Bartell, Carol**

Association of Independent  
California Colleges and Universities

**Justus, Joyce**

Regents, University of California

**Wilson, Bill**

California State University

**Vacant**

California Postsecondary  
Education Commission



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1900 Capitol Avenue

Sacramento, CA 95814-4213

*The California Commission on Teacher Credentialing Newsletter is an official publication of the California Commission on Teacher Credentialing. Persons seeking further information about the items discussed in this newsletter or concerning other activities of the Commission should send their inquiries to the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814-4213. Telephone inquiries regarding this newsletter may be made to Marilyn Errett at (916) 322-0737.*

*All inquiries to the Division of Professional Practices should be mailed to 1900 Capitol Avenue, Sacramento, CA 95814-4213, or you may contact that division directly at (916) 445-0243.*